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CURRINS 545: Reading in the Content Areas

Assignment: Visualizing Understanding

Digital Humanities tool/method: new modes of visual communication; Examples of tools used include: Piktochart.com for infographics; Thinglink.com for visual annotation; GoogleMaps for interactive maps; Time Toast for interactive timelines; WeVideo, iMovie, etc. for digital storytelling

Description

"Our language abilities do not define the limits of our cognition." -- Elliot Eisner

As Eisner states succinctly, language is but one way of knowing. Infographics, digital stories, interactive timelines, screencasts, etc. are steadily emerging as new media genres that present content and data in visual formats. These media texts are important forms of communication that we must help our students to read and produce.

For this assignment students experience the learning process of visualization through both creation and analysis.

Part I: Each student will make a media-based visualization about some aspect or subtopic of their inquiry topic and then post it to their inquiry blog in order to share with the entire class and other teachers/professionals who may visit the blog.

Part II: Once the visualization is finished and posted to the student's blog, they write a 1.5 – 2 page (400-600 words) process analysis describing their experience creating the visualization. They are asked to address the following questions:

- How did you select the images and digital platform for your project?
- In what ways did creating the visualization deepen your understanding of the topic in ways that reading alone might not have?
- How has the process influenced your thinking on visualization as a vehicle for learning and/or how might you use visualization in your future teaching?

Completed visualization projects must be linked or uploaded to inquiry blog with process analysis writing, including relevant images.

Video Explanation of the Assignment:

<https://www.youtube.com/watch?v=X5GT-jqoTf0&feature=youtu.be>

Learning outcomes:

- Deepen understanding of "dual coding theory," "multimodality," and "transmediation"
- Reflect on the learning benefits of visualization for supporting comprehension of discipline specific texts
- Evaluate the learning potentials of visualization with content/concepts/mindsets of their discipline
- Evaluate the learning affordances of various web-based platforms
- Grow in familiarity with emerging genres of new media

Sample assignments

- Stop Hiding: A Voice Against Stigma (using iMovie) by Emma Courtney:
<https://www.youtube.com/watch?v=E-lKMmPJwB0>
- Maus in the WWII European Theater (using Google Maps) by Kaitlin Meade:
<https://www.google.com/maps/d/u/0/viewer?mid=1szdSJUoNvfC&zjyA3Z5H7iTwlvw&ll=51.09598116465619%2C10.545068850000007&z=5>
- US-Mexican Border Wall & Immigrant Enforcement (using TimeToast) by Francisca Meraz:
<https://www.timetoast.com/timelines/1506741>
- Superheroes: From Ancient Mythology to Modern Politics (Using Knight Labs) by Chris House:
https://cdn.knightlab.com/libs/timeline3/latest/embed/index.html?source=1d1hIVTtTJbyfKILEmBLHRTMmqL5Csvt27azGANQok&font=Default%E2%8C%A9=en&initial_zoom=2&height=650
- Mount Vesuvius set to Music (using ThingLink) by Carmela Montenegro:
<https://www.thinglink.com/scene/917228624686350339#>
- Graphic Novel Dissection (using ThinkgLink) by Arcadia Katzenberger:
<https://www.thinglink.com/scene/913126028820348929>